Outcomes and Assessment Workshops

May 2016

CLEAR offers 50 minute workshops presented by Dr. Ron Carriveau that provide what is needed to develop measurable student learning outcomes and outcome-based assessments. The workshops are designed to generate discussion, and participants are invited to ask questions and make comments at any time during the presentation. The expected outcome is that participants will obtain outcome and assessment knowledge, tools, and strategies, to help them maximize, analyze, validate, and report student learning.

Workshop topics and times are posted on the CLEAR website at http://clear.unt.edu.

Workshop Location: PEB 205A Conference Room
Workshop Time: 12:05pm - 12:55pm.

It is okay to bring your lunch to the workshop.

Each Workshop is limited to 10 participants.
To register: send requested workshop #, date and time to
Ronald.Carriveau@unt.edu

Dr. Carriveau has extensive experience in outcomes and assessment as a consultant, test publisher, state department director of assessment, corporate test development manager, public school teacher and administrator, and university associate professor. He has consulted nationally and internationally and has presented at national and international conferences. He is the co-author of *Next Generation Course Redesign (2010, Peter Lang),* and author of *Connecting The Dots: Developing Student Learning Outcomes and Outcome Based Assessments (2010, Fancy Fox Publications)*. The second edition of *Connecting The Dots* will be released in October 2016 by Stylus Publications. He wrote the chapter on assessment in *The Online University: Building Viable Learning Experiences for Higher Education (2013, Ed. R Kessner, Common Ground Publications)*.

The primary source for the following workshop content *is Connecting The Dots: Developing Student Learning Outcomes and Outcome Based Assessments (2010, 2016, R. Carriveau)*

Workshop #1: Outcome attainment measures versus grades. *Grades are typically the coin of the realm when it comes to student, course, program, and institution evaluation and reporting. This session shows how to calculate outcome attainment measures and provides research based evidence regarding the significant difference when grades that include points for non-outcome related measures are compared with grades awarded that are based directly on outcome attainment measures. (R.S. Carriveau & A.J. Blake, 2016)*

Workshop #2: Developing meaningful and measurable learning outcome statements.
All teacher know, to varying degrees, what outcomes they want their students to achieve. This session shows how to utilize a three-level SLO model to clearly articulate expected outcomes and provides guidelines for writing measurable SLOs, demonstrates the importance of verbs, reviews higher level thinking SLOs, and provides question templates for writing outcomes and test items.

Workshop #3: Constructing high-quality selected response test items.
If you can't measure student attainment of outcomes, then you can't fix what isn't working or determine what is working. This session focuses on writing outcome based multiple-choice test items as one source to determine student attainment of the outcomes and includes: guidelines for writing the item stem and the item options (answer choices), research that supports three options only, how to develop a test-item bank, and how to conduct item validation.

Workshop #4: Constructing high-quality constructed response test items and scoring rubrics.
To measure how well students meet performance outcomes such as producing a writing, giving a performance, or creating a product, constructed response test items with rubric scoring is used. This session focuses on guidelines for writing different types of constructed response test items with an emphasis on extended written responses and includes: types of scoring rubrics (holistic and analytic), developing analytic rubric proficiency descriptors, and setting rubric scoring scales and cut points.

Workshop #5: Developing assessment plans and curriculum guides
It is always good to have a plan for what outcomes you intend to assess. This session covers the development of an outcome-item reference map, an overall assessment plan, test blueprints, and an outcome based curriculum guide, all of which are helpful for a successful outcomes-based model in which expected outcomes, test items, and instruction are fully aligned.

Workshop #6: Measuring critical thinking skills.
Critical thinking skills are needed for problem solving. This session provides the rationale, advantages, and limitations of measuring critical thinking skills with multiple-choice items and provides examples of higher-order-thinking item sets and scenarios for measuring critical thinking, and examines the LEAP Critical Thinking Value Rubric required for core courses.

Workshop #7: Measuring attainment of outcomes for specific instructional activities
In addition to evaluating students and your course, outcome attainment can also be used to evaluate specific instructional and learning strategies and activities in order to make evidence-based instructional and course design decisions. This session shows how this process is easily done when outcome statements are aligned with the instructional activities.

Workshop #8: Reporting outcome attainment at the course, program, and institutional levels.
This session shows how to use measures of student attainment from various selected- response and constructed-response assessment sources to report outcome attainment gains or losses in terms of a set criterion (goal), which including averaging and weighting the attainment source values and then linking course level attainment measures to program and institutional levels.

Workshop #9: Using assessment as an instruction strategy and for motivation purposes
Formative assessment has been shown to be one of the best strategies to ensure that students do well on summative assessments. This session clarifies the concepts of formative assessment, summative assessment, and competency and how assessment can be used for a prior learning measure, a strategy for introduction of new content, motivation based on success, and individualized instruction.

Workshop #10: Satisfying accreditation requirements with the outcome attainment model
The three-level outcomes model (Carriveau, 2010) has been used successfully at the University of North Texas for its NextGen course redesign quality enhancement program for accreditation purposes. This session reviews how the model was applied and the results, which included a written statement from the accreditation organization president that the program model should be shared with others, which was followed by awarding the program's fifth-year report exemplary status.